

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Finding**

The research was conducted at SDN Kebun Bunga 3 Banjarmasin about this data taken from 10 September 2015 – 22 October 2015. This research is about teaching strategies implemented by teachers in the process of learning English. This study describe teacher strategy about type of teaching strategy.

The type of the research uses descriptive qualitative which describe the real situation which is according to the qualitative approach. From the finding of the data used to describe the phenomenon of teaching strategy in the classroom.

#### **1. Research Results**

##### **a. Observation Result**

Based on observations that have been carried out for 6 weeks in the classroom. Observations were carried out based on the learning process has been conducted in the English language learning in the classroom. It can be seen in the learning process as follows:

The result of the observation to the students about the strategy which is used by the teacher in the classroom about brainstorming, drill and practice, then role play, guessing pictures, singing songs, telling story, and games could be found from the table. Based on the observation, the teacher often use cooperative

learning. That used in the second, third, fourth, fifth and sixth meeting. The teachers wanted to make students aid each other and want to make them could understand in the group which smart students could guide the incapability students.

Therefore the teacher used cooperative learning method cause of the teacher understand that the capability of the student still limited and less moreover in English lesson. The teacher did the cooperative learning method in order that the student could be cooperative and helpful each other in English learning process in the classroom. However, students could help student for other students and could help the students still less in learning English.

In the cooperative learning, the teacher asked the students to groups, and had been carried out that almost all the English learning process using all English skills namely speaking, listening, reading and writing. Teacher gives a question in the form of groups such as the learning of reading, the teacher asks the students worksheets dam recount to respond to a text that has been given.

The teacher asked the students work on assignments in groups. She gave the group good in speaking, listening, reading and writing. The learning process is known that the teacher in the learning process. Teachers give assignments to students to answer in groups On the application of cooperative learning instructional strategies, teachers use more of these strategies Because students are more interested in the process of learning English. This is due to the students can work together in a group and help each other.

Teachers guide each group, which in the learning process of speaking, listening, reading and writing provide direction and guidance to each group of students when they do not understand what is expected of the learning process. At the Cooperative Learning implies working together toward a common goal. Cooperative learning is a form of learning by students studying and working in groups. Collaborative small groups whose members consist of two up to six people with a heterogeneous group structures.

Learning and success depends on the ability of groups and activities group members, both individually and in groups. The teacher used teaching and learning strategies that emphasize the attitude or behavior in work or assist in cooperation among the regular structure of the group, which consists of two or more people. Where each group consists of students varying levels of ability, carry out a variety of learning activities to improve their understanding of the subject matter being studied. Each member of the group responsible for not only learning what is taught but also for helping colleagues learn, so that together achieve success. All students trying until all group members successfully understand and complete it.

In the first meeting the teacher could not use cooperative learning caused the teacher wanted to try to make students understand firstly. The teacher wanted to know the capability of student about the reading lesson. It was the students less to understand the strategy and teacher want to emphasize about the next meeting to apply cooperative learning strategy in learning English.

Based on the observation is done at September 6<sup>th</sup> to September 18, 2015 there are known that:

Table 4.1 The Results of Observation

No	The Teacher Strategy	Meeting						%
		1	2	3	4	5	6	
1.	Brainstorming	√	-	-	-	√	√	50%
2.	Drill and practice	-	-	√	-	-	-	16.7 %
3.	Role play	-	√	-	√	-	-	33.3 %
4.	Guessing Picture	-	√	√	√	-	-	50%
5.	Singing Songs	√	√	-	√	-	-	50%
6.	Telling Story	-	-	√	-	-	√	33.3 %
7.	Games	√	√	√	-	√	-	66.6 %
	<b>Date</b>	6 Sept	7 Sept	11 Sept	13 Sept	14 Sept	18 Sept	
	<b>Lesson</b>	reading a recount text	expression like and dislike	Reading report	congratulation and complement	Writing Descriptive	Writing report text	

Based on the table above, it could be concluded that from the table about the strategy of the teacher in teaching English for elementary school at SDN Kebun Bunga 3 Banjarmasin. They are brainstorming 50 %, drill and practice 16.7 %, role play 33.3 %, guessing picture 50 %, singing songs 50 %, telling story 33.3 %, and games 66.6 % used by the teacher.

## 1. Brainstorming Strategy

Based on the observation which was done at the first, fifth, and sixth meeting, the teachers used brainstorming strategy 83,3%. The material of teaching was about reading a descriptive text and narration text in the class room. The teachers taught about reading skill about recount text “watch the movie”, writing Descriptive “Come to Indonesia” and also Writing report text “House”. On the observation, it could be found that the process on teaching those materials based on the capacity of the students and appropriate of the brainstorming strategy.

The teachers directed the students in order to understand the reading and writing by using compare the meaning of the words and find the other text or writing based on the teaching about it. The teacher gave the students how to understand based on the translation and to write the sentences. The students were expected by the teacher to be able to develop their skill and imagination in learning English particularly about reading and writing skill in the classroom.

Based on the interview, it could be concluded that the teacher led student how to understand the text well in the reading. They had been carried out during the learning process in the classroom is less known to each teacher in the process of providing direction, especially in the learning process using brainstorming about recount text that the teacher is not implementing the learning process students are still lacking in due process emphasize the understanding of the text. The teacher asks the students to review the literature in order to find ideas in the text. Time of the learning process of the recount is known that the learning

associated with learning about the announcement of “drama club”. The teacher was not giving way to better understand the text. Hence, in the learning process was less given an understanding of how the application of brainstorming teachers pays less attention to the steps in carrying out a form of it.

The teacher asks the students to understand the words that they do not understand when reading texts. The teachers had been made during the learning process of reading in the form of recount text. It means the teacher was lack to (1) provision of information and motivation. At this stage the teacher explains the issues to be discussed and background, and then encourage students to be active to provide a response, (2) identification. Students are invited to give false advice as much thought. All advice given students accommodated, written and do not be criticized. Group leaders and participants are allowed to ask questions for clarification only, (3) classification. Classify based on criteria established and agreed upon by the group. Classification can also be based on the structure / other factors, (4) verification. Groups collectively review the brainstorming that has been classified. Each tested brainstorming relevance to the subject matter covered. If there are similarities then taken is one of them and crossed irrelevant. However, the provider can be held to brainstorm arguments, and (5) conclusion. Teacher / group leader along with the other participants try to conclude a grain of approved alternative solutions. After all satisfied, then the last it was agreed that the problem-solving manner considered most appropriate.

Based on the interview which about the meeting of second and third were not used such as cooperative learning strategy, drill and practice then role play were not used because it did not appropriate with the material of teaching. The teacher felt the student could not make more imagination in their skill particularly in reading and writing process.

## 2. Drill and Practice Strategy

Observations have been carried out during the learning process in the classroom for teachers to use in third meeting due to the materials used on Reading report. It is seen according to the subjects about 33,3%. The observation of teachers incorporates cooperative learning strategies.

In this case the teachers used material of reading report text, the teacher order the students in group to make practice in the classroom and to write what their wrote then report in the front of classroom. However, the teacher made students to know about the important practice in the front of classroom. The teachers wanted to know the capability of students to write about report text that they had written in group.

Implementation strategy was less drill and practice in accordance with the steps of the process in the form instructional speaking and writing because the teacher is not giving training to the students in order to develop their courage in the process of learning English.

The teacher asked the students to answer questions on the board, and had been carried out that the learning process is the teacher insists on teaching descriptive writing, especially in the writing of "daily home". The teacher gives the students a chance to write down the answers that have been given in groups.

Teachers give students about to be answered in front of the class, and this learning process the teacher asks the students to pair up often in conversation in front of the class after they make conversation chiefly in the form of groups and send each group to carry out a conversation in the classroom.

Teacher gives examples of how to understand the questions given to students, which the teachers had been carried out that teachers often give examples of how to answer questions in front of the class and then also provide a way to carry on a conversation in the classroom so students get used to execute it. In the conversation the teacher gives a lesson on congratulation and complement.

The results of the interview to the teachers that caused the incorporation of cooperative learning so that students can better understand how to drill and practice in the form of a group and can help each other. The results of the interview to the teachers and students know that at another meeting do not use the brainstorming strategy and role-play. It is seen teachers do not correspond with the material because the teacher assumes that the material is more direct for students to carry out the exercise properly in front of the class.

### 3. Role Play Strategy



Observations have been made during the process of learning speaking skills, teachers emphasized on the second and fourth meetings, it is seen during the learning process the material used on the conversation “expression like and dislike” and “congratulation and complement”. The teacher used role plays in 50% in the classroom caused the teacher used to make students interest in the classroom.

The teacher asks the students to do it in front of the class and told the students to make appropriate conversation with the theme of learning. The teachers invited the students to take a part on the role of another person or character to see what it would be like to be that person or character. In a group, the teachers ordered in the front of classroom to make acting as the actor of the character.

Teachers do not use the results of observations at the first meeting, third, fifth and sixth note of the interview that said the learning process is considered suitable due to the strategy used in accordance with the learning material. In addition, teachers use group strategy so that they can help each other so that they can understand the meaning of which is expected to play a role. The results of the interview to the student’s well known that teachers carry out their role play teachers assume students can understand the desire and got a role in each group.

Implementation of the strategy role-plays less applicable because the teacher is not give more apply in the classroom. it was caused by the teacher could not make students interest to make conversation in the classroom. The teacher could not make students motivate to study English in the classroom.

Teachers provide guidance to students to perform drama in front of the class in pairs. At the time of the learning process using role play teachers emphasize to the students to each other in pairs so that they can perform these conversations and they were directed to make their own conversations so that everyone in the group gets a chance to play in the implementation process of the drama in the classroom. It is a teacher-directed lesson materials so the group can make a conversation about "congratulation and complement".

Teacher directs students to be able to have a conversation in front of the class. Students told teachers in creating conversation and playing the role of "expression like and dislike". Other groups are also directed teachers to make conversation using the phrase. Therefore all these processes so that teachers expect students to carry out based on the expression of a teacher who has been taught to students.

#### 4. Guessing Picture

Based on the observation in the classroom, the teacher sometime used guessing picture. The teacher used this part to make students interest in the classroom in order to make them motivating in learning English moreover about listening, vocabulary and reading or writing skill which taught by the teacher in the class. The teacher used in the classroom about 50% in the classroom.

In this case, the teacher used to make students understanding about the lesson. Therefore the student should know how to make and using about

understanding about the text. The teacher wanted to make them express the situation and condition of the text more. In this part, the teacher tried to make students more knowing how the words in English and they want to make usual of the words in foreign language.

## 5. Singing Songs

The teacher used songs, when taught about the simple words in English and make them accustomed to hear English words. The teacher emphasized in listening activity in the classroom. The teacher used in singing song about 50% caused, the teacher wanted to make student habitual to understanding about the simple words that should be known by the students. In this part, the student should know the part of the words which should be their heard when the teacher taught about listening activity in the classroom.

The students sometimes was given by the teacher how to give the meaning and translate the words by words by the students in the classroom. In this case, the teacher should give words usually to understandable of the part in the listening activity. In the observation in the classroom, the teacher used songs strategy when the students bored with the situation in the classroom.

On the other hands, the teacher tried to make a new circumstance for the students in the classroom in order to make them had increased again their part in learning English at school. The teacher brought tape recorder in the classroom and

tried to know how the lesson could be understandable for students particularly in elementary school.

## 6. Telling Story

Based on the observation the teacher applied about telling story, only two times, because the teacher thought that I was not simple and different part which should give the students understanding about vocabulary. In this case, the teacher could not applied all the time in the teaching English in the classroom. However, the teacher should try any part in the classroom in order to make students like to listen the telling story in the classroom. In this case the teacher used that about 33,3%, caused the teacher want to make the students understand about the words which should be used in English words.

## 7. Games

Based on the observation in the classroom, the teacher used games to motivate students in the classroom to learn English words. Teacher wanted to make students all the time to know the English words and to make them habitual to listen and write English words more. However, the teacher used games strategy in sixth times observation, four times the teacher used it more emphasize to make students to know about words. The teacher used about 66,6%, because the teacher wanted to make students interest to make student about the English words and wanted to make the students familiar about English words.

The teacher tried to make students to understand the widely of vocabulary importantly in all skills of English such as listening, speaking, writing and reading for English lesson.

When teachers teach, carry out a way to play for 10-15 minutes before the end of the encounter to create a fun English games. Teachers try to create games of this is that students are not overly saturated with formal material that has been given. Examples of games that can be given is like a secret message, stirred words and sentences, and who is the fastest. The positive impact that occurred at the hands of teachers can increase familiarity between students and teachers and other advantages is that we can know whether the students have understood the information that has been conveyed teacher. Teachers can find out the number of vocabulary that belongs to the students in a way that teachers do games with an assortment during the learning process. Teachers are able to create a pleasant learning atmosphere for students.

#### b. Interview Result

Based on the interview to the teacher in the classroom when taught in the classroom. The interview to the teacher which could be seen in the technique which used by the teacher in the classroom. However, the teacher uses the technique to motivate the students in learning in the classroom. Based on the interview to Mrs. H about the technique which taught in the classroom. From the

question about the understanding of the students when the teacher taught English in material of reading. She said that

From the interview to the teacher about how could be understandable of the teacher in the classroom when the teacher in the classroom.

According, the teacher Mrs. H on 14, 21, dan 22 september 2015. Mentioned about the part of the teaching of English in the classroom she said in the class 4 and 5 English lesson taught two hours only its 2 x 35 minutes, therefore the teacher cannot make the steps in teaching particularly in teaching how to listen the listening lesson. For instance twice meeting in two hour teaching listening only.

The teacher sometimes taught how to speak in the classroom in four meeting. In this case the Teachers sometimes divide the students in the group is usually carried out by means of random (random). For example, students counted as 1 - 5. Then the other students were told to count anymore, then students are grouped by number count. Moreover the teacher sometimes was to give the students in By way of repeating words or sentences in which students still find it difficult or not understand.

The teacher was giving positive motivations to the students that they should not be afraid to answer the front of the class. So that students no sense of shame and fear of it. On the other hands, the teacher gave the students in the classroom, however the students sometimes did not understand, which the

teacher gave with the different exercises, but the difficulty level is not too high, so they understand it easier.

By way of informing in advance to students about the benefits or advantages of playing the drama, such as this drama plays improve train our speaking, but it is also improve to train pronunciation and improve mental train students to perform in front of the class. More over the teacher sometimes should make the other of the beginning about selecting topic to make the students understand about the teaching more of the lesson.

From the interview to the teacher was about how to make students connecting each other of the vocabulary and understanding about vocabulary.

#### **A. Discussions**

Based on the results of research conducted at SDN Kebun Bunga 3 Banjarmasin that it is known that research on brainstorming strategies known that the application of brainstorming give good results in the learning process. According Osborn (2004) in his book *Applied Imagination* it is also called the method of brainstorming. Brainstorming method is a form of discussion method to collect ideas or ideas, opinions, and experiences of students.

It was used directly question to the teacher and students about the implementation of the strategy which is used by the teacher in the classroom. This strategy is to know about the teaching strategy which is used by the teacher when she/he used in the classroom.

Based on the observation results revealed that the teacher's strategies for teaching reading in the form of this relates to the ability of teachers to apply their learning in the form of reading.

Teacher is often in trouble in implementing the learning in the form of reading due to the brainstorming strategy. This is due to the ability of the students in the form of vocabulary, tense, the ability to connect the sentence with another sentence is still lacking. This is what causes the learning process in the form of reading and the ability of teachers to develop strategies brainstorming underprivileged executed properly.

The results of the application of cooperative learning strategies in a way known that cooperative learning in the learning process of students working on something together with each other to help each other most of one group or one time.(1) cooperative learning ( cooperative learning ) is a learning approach that focuses on the use of small groups of students to work together to maximize the learning conditions to achieve learning objectives, (2) Cooperative learning is one of the group learning model that has certain rules. On cooperative learning strategies is a learning system that gives students the chance to work with fellow students in the tasks in the system is structured and the teacher acts as a facilitator.

Wherever cooperative learning is a learning model that is currently widely used to create teaching and learning activities centered on students, especially to overcome the problems that cannot work together with others, students are



aggressive and do not care about others. In the process of learning was to use cooperative learning strategies in the learning process of speaking, reading, listening, and also in the form of writing. In the learning process it was found that students are interested in using these strategies because students can communicate with each other and can help each other in the learning difficulties.

Implementation of strategies in the process of drill and practice learning strategies are more widely applied by the teacher in the learning process of speaking, and writing. Because teachers' emphasis on the learning process in the form of expected to give students skills in the process of learning English, especially in the form of speaking and reading. However, students are still lacking in their ability to develop it due to lack of teachers having students answer the questions on the board, too few teachers give to students about to be answered in class. Teacher gives examples of how to understand the questions given to the students.

The results of interviews with teachers about strategies to use in the form of Role Play in mind that less provide for students to be able to play a role in the form of the role of another person or character to see what it would be like to be that person or character. Teachers provide guidance to students to perform drama in front of the class in pairs. Fewer teachers' direct students to be able to have a conversation in front of the class so that they are not used in the process hold conversations in front of the class. Students also feel confused how to carry the conversation.

In the process of implementing this role play teachers drawn less attention the procedure thus: (a) the teacher is not only to provide this training lesson or action done automatically, which is done without the use of student thought and deliberation. But it can be done quickly as a reflex, like: memorization, counting, running and so on, (b) Teachers choose exercises that have a less broad sense was to instill an understanding of the meaning and purpose of action. The exercise will also draw attention to the usefulness the capability for current life now or in the future. Also with exercises that students feel the need to complete the lessons received, (c) In the preliminary exercise instructor teacher is less emphasis on diagnosis, since the beginning of the practice we cannot expect students to produce the perfect skills. In the next exercise, the teacher needs to examine the difficulties or obstacles that arise and experienced students, so it can choose and determine which training needs to be improved. Then the instructors show students response / response has been true and correct response- response wrong. If necessary the teacher held a variety of exercises with changing circumstances and conditions of exercise, causing the different response to the increase and improvement of skills or skills, (d) Teacher is less priority to accuracy, moreover the students do the exercises correctly, then note the speed; enable the students to do the speed or skill in a specified time; also needs to be considered also whether the student response has been done properly and quickly, (e) Teacher underestimated the time / short term training course that is not exhausting and tedious, but often do another chance. The exercise period

should be fun and exciting, if necessary by changing circumstances and conditions so could make optimism in students a sense of joy and the possibility it could produce good skills, (f) The teacher was not thinking and prioritizing the processes that are essential / essential or core; thus not dwell on things that are low / no need to be less necessary, and (g) less teacher attention to individual differences in students ;

So, the capabilities and needs of each student channeled / developed. Then the teacher needs to oversee the implementation of training and attention to individual drills. This technique is only to generate ideas that try to overcome all obstacles and criticism. This activity encourages the emergence of many ideas, including the idea that it was mistaken, wild, and daring to hope that these ideas can generate creative ideas.

Brainstorming method aims to gather ideas, opinions, information, experience of all students are the same or different. The end result is then used as map info, maps experience, or map ideas (mind map) for evaluation. This method of draining what the students are thinking in response to concerns expressed by teachers in the classroom.

It means the teacher asks the students to develop ideas in the process of language learning, especially in learning reading skills. That was to order to generate creative ideas, learners are asked to withhold judgment or criticism and produce a very large number of ways to do something, such as resolve a problem in brainstorming strategy.

In the process of cooperative learning was a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term “Collaborative Learning” is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 2003). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

The teacher is to make student cooperate each other in the classroom and might help each other. Learners are placed in groups of four to six. Sometimes the groups are as diverse or heterogeneous as possible. In such cases, group members are often rewarded for the group's overall success. Student groups

might be given a teacher presentation on division of fractions. They would then be given worksheets to complete. Team members would first help and then quiz one another. See also student team learning.

The teacher reviews its teaching in the classroom when the students have a hard to understand the English lesson. A form of independent study whereby, after the teacher explains a task, learners practice it. Drill and practice is a behaviorist aligned technique in which students are given the same materials repeatedly until mastery is achieved. In each interaction, students are given similar questions to answer or activities to perform, with a certain percentage of correct responses or actions moving the student to the next level of difficulty.

The role of another person or character to see what it would be like to be that person or character. Learners take on the role of another person or character to see what it would be like to be that person or character. Thus, a student could play the role of an imaginary student no one likes or a news reporter.